

INSPECTION REPORT

**CARLTON AND FACEBY CHURCH OF ENGLAND
VOLUNTARY AIDED PRIMARY SCHOOL**

Carlton in Cleveland, Middlesbrough

LEA area: North Yorkshire

Unique reference number: 121608

Headteacher: Mrs L C Wood

Lead inspector: Mr D Hardman

Dates of inspection: 15th – 16th September 2004

Inspection number: 266565

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary Aided
Age range of pupils: 4 – 11
Gender of pupils: Mixed
Number on roll: 20

School address: Carlton in Cleveland
Middlesbrough
Cleveland
Postcode: TS9 7BB

Telephone number: 01642 712340
Fax number: N/A

Appropriate authority: The governing body
Name of chair of Mr M Rogers
governors:

Date of previous February 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

Carlton and Faceby CE Aided Primary School is a much smaller than the average primary school, with 20 pupils on roll including two children in the Foundation Stage. There is a broad social mix in the school and the full range of ability is represented. With so few children starting school each year, it is not possible to make secure judgements on their overall attainment on entry. There are very few pupils from ethnic minority groups or who speak English as an additional language. There are no pupils eligible for free school meals, which is well below the national average. Twenty nine per cent of pupils have been identified as having special educational needs, this is well above the national average and none have statements of special educational need, which is below the national average. Most pupils with special educational needs have moderate learning difficulties or speech and communication difficulties. Very few pupils join or leave the school other than at the normal entry times. The school is part of the first confederation of two schools within North Yorkshire. The school is confederated with Bilsdale Midcable Chop Gate C E School which is approximately six miles away.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1779 4	Mr D Hardman	Lead inspector	Mathematics
			Science
			Information and communication technology
			Geography
			History
			Foundation Stage
			English as an additional language
9652	Mr C Herbert	Lay inspector	
2403 1	Mrs I Idle	Team inspector	English
			Art and design
			Design and technology
			Music
			Physical education
			Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very effective school with many strengths. With very few pupils in each year group judgments about pupils' attainment are not given because it would identify individuals, the focus of the inspection is pupils' achievements. Year 6 pupils' achievements are very good in English, mathematics and science. Their achievements are good in information and communication technology (ICT). The headteacher provides excellent leadership and clear direction for the work of the school. The potential barrier to improvement of small, fluctuating numbers in each year group is overcome well. Staff value all pupils equally as individuals, whatever their needs, and work hard to make sure they get the best from their time in school. Despite the high cost of educating each pupil, the school provides good value for money.

The school's main strengths and weaknesses are:

- Leadership by the headteacher is excellent.
- Teaching and learning are very good. However, there are insufficient opportunities in science for pupils in Year 2 to use their knowledge, skills and understanding in independent activities.
- Provision for pupils' spiritual, moral, social and cultural development is very good.
- Pupils have an excellent attitude to school which leads to excellent relationships and a very positive family atmosphere in school.
- There are excellent links with the parents and the community.
- Inclusion is excellent because of the way the staff seek pupils' views and involve them in all aspects of school life.

Improvement since the last inspection is good. Leadership and management have ensured that the curriculum for ICT is clearly established. Resources for the subject have been improved and pupils regularly use computers to enhance their skills. Teachers' planning of lessons is now very good and the aims of each lesson are shared with pupils so that they know what they are going to learn and build effectively on their previous learning. The provision for music has improved significantly because a specialist is now teaching all pupils in the school and improving their achievements very well.

STANDARDS ACHIEVED

	all schools			similar schools
	2001	2002	2003	2003
English	A	A	A*	A
mathematics	A*	A*	D	E*
science	A*	A*	B	D

Key: A- very high; A - well above average; B – above average; C – average; D – below average; E – well below average; E* - very low*

Similar schools are those whose pupils attained similarly at the end of Year 2.

By Year 6, pupils' achievements are very good, especially in English, mathematics and science. The table shows that the National Curriculum test results in 2003 were very high in English, above average in science but below average in mathematics. There were very few pupils taking the tests and the analysis of individual pupils' results shows that a significant number missed the grade expected of them by very few marks in mathematics, mainly due to simple mistakes in the test conditions, which accounts for the fall in grades in 2003. Trends over time are slightly below the national trend. In the current year, there are four pupils in Year 6 and only two in Year 2 and therefore their attainment is not given because it would identify individual pupils. In ICT, pupils' achievements are satisfactory in Year 2 and good in Year 6. In the combined class with reception children and

pupils from Years 1 and 2, there has been considerable disruption because of staff absence. The recently appointed teacher has made a good start to improving pupils' achievements and, in Year 2 pupils' achievements are now at least satisfactory in English, mathematics and science. Overall, children's achievements in the Foundation Stage are good in personal, social and emotional development, in communication, language, literacy and mathematical development. The other areas of learning were only sampled and so no judgments about children's achievements are made.

Pupils' personal development, including their spiritual, moral, social and cultural development, is very good. Pupils' attitudes and behaviour are excellent; this leads to excellent relationships with others. Attendance, last year, was very good.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. Teaching overall is very good. As a result, pupils' learning is generally very good and their skills, knowledge and understanding improve as they move through the school. Support staff throughout the school work effectively as a team with the teachers and give very good support to pupils who need extra help. The teaching for children in the Foundation Stage is good, which is a major factor in their achievements. Pupils with special educational needs are very well supported by very good teaching that provides challenging activities. As a result, these pupils make very good progress throughout the school. The assessment of pupils' attainment and progress is very good in English and mathematics and the results of these assessments are used well to tailor work for pupils of different ability. However, in Year 2 in science, too much work is completed on worksheets and pupils are not given enough opportunities to use their skills in independent tasks. Very good use is made of opportunities to enrich the broad curriculum with visitors, educational visits and by using the links with other schools to enhance learning. The weekly visit of pupils from the partner school in the confederation is making a very good contribution to the education of all pupils in both schools. The provision for care, guidance and support is excellent. The partnership with parents and the community is excellent.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The leadership provided by the headteacher is excellent and a major factor in the quality of teamwork in the school. The management of the school is very good and the monitoring of teaching and learning by the headteacher is bringing about improvement and so raising achievements. The governance of the school is very good and governors fulfil their statutory duties well. The school uses funds designated for particular purposes well and the governors and the headteacher keep a close eye on spending to ensure the school gets the best value possible for all initiatives.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the work of the school and the opportunities they have to talk to staff. Pupils speak highly of their school and they are keen to attend. Pupils explain how they enjoy their work and comment very favourably on their visits, especially the residential ones.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- Provide more opportunities in science for pupils in Year 2 to use their knowledge, skills and understanding in independent activities.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

There are very few pupils in each year group at the school and judgements on attainment would identify individuals, therefore the report focuses on pupils' achievements. There has been considerable disruption to pupils' education in the reception and Year 1 and 2 class because of staff absence, however the recent appointment of a new teacher is already improving pupils' achievements. In Year 2, pupils' achievements in English, mathematics, science and ICT are satisfactory. In Year 6, pupils' achievements in English, mathematics and science are very good and they are good in ICT. Religious education is not reported because the school is subject to a separate report for this subject. Pupils' achievements have improved since the last inspection. Children's achievements in the Foundation Stage are good in personal, social and emotional development, communication, language and literacy and mathematical development.

Main strengths and weaknesses

- Children in the Foundation Stage are given a good start to their education.
- In Year 6, pupils achieve very well because of the very good use of assessment to ensure that all pupils are sufficiently challenged to enable them, whatever their ability, to make good progress.
- In Year 2 there are insufficient opportunities in science for pupils to use their knowledge, skills and understanding in independent activities.
- Pupils with special educational needs achieve very well and build effectively on their previous experiences.

Commentary

1 Although children have only been in school for a short time they are already achieving well in personal, social and emotional development, communication, language and literacy and mathematical development. Judgements are not made in knowledge and understanding of the world, creative and physical development because these areas were only sampled during the inspection. In the Foundation Stage, the teacher organises support staff very well and they work very well together to ensure that all children have very good opportunities to develop their skills. All children benefit from good teaching because of the very good relationships. For example, they co-operate well in the activities they undertake in all areas of learning and this improves their confidence and skills, especially in language and communication.

2 The tables for National Curriculum test results are not shown for Years 2 and 6 because there were less than 10 pupils taking the tests in both 2003 and 2004. In the National Curriculum tests in 2003, Year 6 pupils achieved in the top 5 per cent in the country in English, above average in science but below average in mathematics. The school's analysis of results show that in mathematics a significant proportion of pupils did not reach the level expected of them mainly because of simple mistakes in their answers which they normally did not make in lessons. The lower than average results for pupils in Year 2, was mainly caused because frequent teacher absence adversely affected their education in the year before their tests. Pupils' achievements are improving in Year 2 in English and mathematics because teaching is good and the National Literacy and Numeracy Strategies are well implemented. The science curriculum is fully implemented although there are too few opportunities for pupils in Year 2 to use their skills in independent work. This was clear from the scrutiny of pupils' previous work where a great deal was the same, irrespective of ability. This aspect of science has already been highlighted by the co-ordinator for improvement. Pupils make satisfactory use of computers to develop their ICT skills. Although year groups vary quite considerably because of the number of pupils with special educational needs, the

school makes good use of the analysis of pupils' performance in National Curriculum tests and optional tests and this has resulted in the setting of realistic targets to focus on improving the weaker areas of pupils' knowledge and skills.

3 Currently, by Year 6, pupils achieve very well in English, mathematics and science. For example, they use their language and mathematical skills very well in scientific experiments. Scrutiny of pupils' present and past work shows they develop and improve their skills very well because of very good teaching. They achieve well in ICT using their skills when word processing stories, using the Internet for research and producing graphs to show the results of experiments in science. Teaching is very good because assessments are used very well to ensure challenging work is set that extends pupils of all abilities. Trends of pupils' attainment are slightly below the national trend. However, results can be adversely affected because of the small numbers taking the tests and the differing number of pupils with special needs in the year group. Pupils' work was sampled in other subjects of the National Curriculum but there was insufficient information to make firm judgements about achievements.

4 Pupils with special educational needs achieve very well because the work they do is well matched to their particular needs and they receive very good support. Pupils' difficulties or additional talents are identified early and this has a significant impact on their very good achievement. All pupils are special in this school and they thrive in an excellent learning environment that values each pupil and their individual qualities. The quality of individual education plans is very good. They enable pupils to progress in small, well defined stages. The school makes very good use of assessment information to identify pupils' needs at an early stage in their learning and for target setting in their individual education plans. It is a similar picture for pupils who are gifted and talented, as their skills are assessed and appropriate work is provided to challenge and extend them. Throughout the school, parents' comments show that they feel their children are achieving very well and making very good progress. The inspection team supports this, for example, pupils use their language, literacy and numeracy skills well in other subjects.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school and their behaviour are excellent and have a very positive impact on their achievement; they mature very well during their time in school. This is due to the very good provision for the development of pupils' personal qualities, including their spiritual and cultural development. The provision for their moral and social development is excellent. Their attendance is very good.

Main strengths and weaknesses

- The school provides an excellent ethos of caring for others and ensures that all pupils are nurtured and valued.
- Pupils very positively accept the excellent opportunities that are provided for them to take responsibility.
- Pupils' excellent behaviour and attitudes contribute significantly to their very good achievements. These aspects have improved since the last inspection.
- Provision for moral and social development is excellent and an integral part of the day-to-day life of the school.

Commentary

5 The headteacher and staff have created an excellent ethos and a strong sense of community in the school. The school provides a learning environment in which all pupils are special. They see that the staff care for each other and act as very good examples for them to follow. Pupils' relationships with all adults are excellent and discussion with older pupils clearly

showed the confidence they have to talk to teachers, knowing that their concern has priority. Pupils love to come to school “because everyone is caring and kind.” They know that all their ideas and efforts are valued and are fully aware of the consequence of unacceptable behaviour. All pupils show a high level of care for each other. Children in the Foundation Stage have very good attitudes, behave very well and show independence in their choice of activities and knowledge of classroom routines.

6 Pupils’ personal development is very good. There are excellent opportunities in this small school for pupils to develop their independence and become responsible members of the school and the community. Older pupils support younger ones at lunchtime by helping them to manage their food and even suggest “ we do not put elbows on the table!” Older pupils are responsible for preparing the music and hymn books in assembly and even the youngest children take the responsibility of leading others out of the hall at the end of assembly. Pupils have the responsibility to get out and collect equipment used for play at break times. Before pupils have their lunch, any pupil has the opportunity to read their own prayer to others in the hall. A house system is in place and all pupils vote for their house captain. When the house cup is presented, both older and younger pupils collect it. Pupils are confident to give a presentation to visitors from a local deaf school. Pupils have asked if this can be changed from half a day to a whole day visit as they enjoy it so much.

7 The excellent behaviour and attitudes of pupils can be seen both in lessons and around the school. Older pupils fully understand the skills of working in small groups and, in their discussions, clearly explain how they talk about the work they have to achieve and volunteer to do different aspects to contribute to the finished group piece. They feel that “they are all equal” and that everyone’s effort is valued. Older pupils demonstrate excellent attitudes to learning. They describe the work they do as “ interesting and fun”. They work very well independently, without fuss. They willingly support each other, are clearly aware of what they have to achieve and show real keenness to please the teacher by achieving this. In discussions with older pupils, they demonstrate a very high level of maturity, take turns to talk and listen carefully to the contributions of others. They are confident to talk to visitors and are very happy to share their love of the school.

8 Provision for spiritual and cultural development is very good. It is excellent for social and moral development. This is an improvement since the last inspection. Opportunities for pupils to develop spiritual awareness are seen through many aspects of their work in school. Time for reflection is planned as part of daily worship and pupils are very aware of the beauty around them and reflect this in their work in art and design and in literacy, for example, through their flower paintings and when they write poetry to describe their local church. Pupils clearly show awe and wonder when observing pictures of Finland as stimulus for their composition. Pupils’ moral and social skills develop through their excellent relationships with adults in school and their very high expectations. Pupils clearly understand what is expected of them and willingly fulfil these expectations. They know that their ideas are valued and that each one of them is special. Visitors enhance the school’s provision for pupils’ cultural development. For example, an Indian teacher has shared her experiences with pupils and African dancers have performed in school. Pupils from a local deaf school spend a half-day in school. The literacy co-ordinator ensures that ten percent of the reading books in school support gender and race issues. Pupils visit the theatre and the ballet and visiting artists work in school to further enhance pupils’ cultural development. Pupils are very supportive of the school and comment very favourably on the wide range of activities provided for them.

Attendance

Pupils’ attendance and punctuality is very good and there is no unauthorised absence.

Attendance in the latest complete reporting year (95.5%)

Authorised absence	
School data	4.5
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Exclusions

There were no exclusions last year.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
Mixed – White and Black African

No of pupils on roll
19
1

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. There is very good provision for pupils in English, mathematics and science. Provision for ICT is good. There is also very good provision for pupils' personal development. Links with parents and the community are excellent.

Teaching and Learning

The quality of teaching is very good. This has a positive impact on the quality of pupils' learning which is also very good. Teachers know their pupils very well and provide a wide range of activities to meet their needs. The assessment of pupils' attainment and progress is very good. The quality of teaching, especially in Years 3 to 6, has improved since the last inspection.

Main strengths and weaknesses

- Assessment information is used very well to tailor the work for different attaining pupils, including those with special educational needs and those who are gifted and talented.
- The quality of teaching for children in the Foundation Stage is good.
- Teaching is very good and lessons are interesting for pupils. As a result, they enjoy coming to school and try very hard in their work.
- The management of behaviour is excellent and all pupils, whatever their ability, are given equal opportunities to succeed.

Commentary

9 Teachers regularly use a range of assessments, including statutory and optional National Curriculum tests. The information available from these tests is used very well to identify pupils' weaknesses and to guide teachers' planning, for example, by setting targets to improve pupils' attainment. The assessment of pupils' progress is a unified system used effectively by all staff. Pupils gain sufficient information on how well they are achieving and there are clear targets for what they must do next to improve.

10 Teaching is very good. The headteacher has undertaken a programme of observing colleagues' teaching and the discussions on successful practice help to ensure that all pupils learn effectively. The National Literacy and Numeracy Strategies are used well and, because of this, pupils' achievements are improving in English and mathematics. Teachers have high expectations of pupils and expect them to work hard and achieve their best. As a result, pupils respond very well to the challenges and, in discussions, comment favourably on their enjoyment

of lessons and on how well they think they are improving. The quality of teaching has improved since the last inspection report.

Summary of teaching observed during the inspection in 11 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	6	5	0	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

11 The quality of teaching for children in the Foundation Stage is good. The recently appointed teacher is following the school guidance for planning and this usually takes good account of children’s individual needs and includes valuable daily opportunities for imaginative play. However, when introducing lessons to the whole class, there are times when children in the Foundation Stage have to sit too long on the carpet and they become distracted. A good aspect of teaching is that the children’s learning is supported by thoroughly prepared, practical activities and experiences that are wide ranging and interesting. This motivates children to learn well. Staff use resources well, especially when the children are taught separately from the rest of the class, and bring enthusiasm, skill and understanding to children’s learning. Every opportunity is taken to develop spoken language, literacy and numeracy skills by careful questioning and vocabulary development. There is a good balance between direct teaching and opportunities for structured play activities. All adults are good examples for children to follow because they treat everyone with care, courtesy and respect. The use of support staff is good and makes a significant contribution to children’s learning because of the many opportunities provided for children to express their ideas and use a wide range of materials in their activities.

12 The teaching of basic skills is very good and teachers make lessons interesting, which results in pupils being attentive and eager to answer questions. Teachers’ planning is clearly linked to the requirements of the National Literacy and Numeracy Strategies. The pace of lessons is good and pupils have excellent relationships with teachers and adults in the classroom, which means that pupils are keen to please teachers and do well. Teachers use the recommendations of the literacy strategy effectively and plan lessons that are challenging and interesting. For example, in an English lesson for pupils in Year 6, they were challenged very well to use their knowledge to write a new character into an existing story. Comments were often very perceptive, for example, “it cannot be a kind character because the boys are breaking into an old person’s house”.

13 Teachers know and manage their pupils very well and provide very good support for different activities. The excellent relationships between staff and pupils create a secure climate in which to learn. The school has an established system to encourage pupils to read and learn spellings at home and this has a positive effect on their learning. The school ensures that all pupils, whatever their abilities, are included in all activities, which makes a positive contribution to their learning. The quality of teaching for pupils with special educational needs is very good because teachers plan activities well and ensure these are closely matched to pupils’ needs.

The curriculum

The curriculum the school provides is very good. The opportunities that the school creates to enrich the curriculum, and its provision for extra-curricular activities, are very good. A very good range of visits and frequent visitors into school enrich the curriculum very well. These

aspects have improved since the last inspection. The quality and quantity of the accommodation and resources are very good.

Main strengths and weaknesses

- There has been a significant improvement in the provision for ICT and music since the last inspection.
- The curriculum is organised very well to cater for the wide range of age and ability in both classes and to include joint activities with their confederation school.
- Pupils with special educational needs are very well supported because of the school's totally inclusive approach.

Commentary

14 The curriculum has improved since the last inspection. Resources for ICT have improved and significant training by all staff has been undertaken. Very good links have been created with the nearby technical college and a teacher visits the school each term to work with pupils using lap top computers. This additional expertise has enhanced the school's good provision. A specialist music teacher works with the pupils from both confederation schools for half a day each week. This provision means that, in larger groups, pupils have very good opportunities to sing, play instruments, compose and perform. There is also a recorder group and a confederation schools' choir. The curriculum for children in the Foundation Stage provides a good range of opportunities that ensures children achieve well. Foundation Stage displays are bright and interesting and at the time of this inspection included models made from play dough, colour shading and an attractive display for the sea shore topic.

15 The very wide range of extra-curricular activities include football training by an external coaching service, drama, homework club, chess, choir and recorders. All pupils, including those in the Foundation Stage, go swimming each week after school, which makes a significant contribution to their skills. Older pupils have good opportunities to experience a residential visit at Bewerley Park during the summer term. Visits and visitors are used very well to enhance the curriculum. For example, pupils have visited York Minster, Eden Camp and the ballet. Visitors working in school significantly enhance pupils' cultural development. These include an Indian teacher, an African dance group and a group from the Caribbean. The school sees itself as an integral and important part of the community and this is mutually beneficial. Pupils visit the church for services. They raise money for the new village hall and a range of charities and are all involved in the annual "shoe box" collection for Eastern Europe. The community supports all the activities held at school very well and attend all the school concerts.

16 The unique situation of the confederation school significantly benefits the curriculum offered to pupils. For example, the expertise available on both staff teams is used very well to enhance curriculum opportunities. Teachers share the teaching of art and design and design and technology, working with larger groups of pupils. This gives pupils wider opportunities to work with other pupils and experience a wider range of teaching styles. The school has very good links with the local newspaper office and a visit to the ICT suite stimulated them to create their own newspaper about their village.

17 In both classes, there is a wide age range. There is a significant number of pupils with special educational needs and the support they receive is very good. Pupils come to the school from diverse backgrounds and the school provides for all their needs very well. The work they do is very carefully matched to their needs and well-trained teaching assistants

support this work well. Additional specialist support is available for pupils who find learning difficult and gifted and talented pupils are extended well through working with teachers at the local secondary school.

18 Accommodation and resources for the Foundation Stage are good and are used to good effect to provide interesting and lively learning activities. Resources for all other subjects are very good and their effective use has a positive effect on both teaching and learning. The accommodation overall is good. It is well organised, scrupulously clean and well maintained, but space is limited. The school makes the best use it can of its accommodation. The number of staff is adequate to meet the needs of the curriculum. There is a good number of support staff who contribute well to the achievement of those pupils with special educational needs. The joint teaching when the two confederated schools meet on a Thursday afternoon makes a very significant contribution to the curriculum provided for pupils.

Care, guidance and support

Provision for care, guidance and support is excellent and has been improved since the last inspection. The school offers its pupils a very caring and supportive environment where all are valued and respected and there are excellent procedures to seek their views in all areas of school life. There are excellent procedures relating to child protection, health and safety.

Main strengths and weaknesses

- Staff know pupils very well and take excellent care of them.
- Procedures for induction are very good so that pupils settle down quickly.
- Staff help pupils to be aware of their strengths and weaknesses and what they need to do to improve.

Commentary

19 Teachers develop excellent relationships with pupils based on trust and respect so that they provide very effective care and support for all pupils. Governors have established excellent procedures to ensure pupils' health and safety and protection and the school makes appropriate arrangements to care for pupils with special medical needs. Excellent links with parents enable information to be shared when problems arise and staff work hard to provide personal support for individual pupils.

20 Links with the private nursery on the school site help to ease the introduction of children to reception. Staff provide very good care and there are very good procedures to introduce children gradually so that they quickly settle down in the school.

21 Teachers know their pupils very well and provide excellent educational support and guidance, particularly for older children. They ensure that pupils begin the lesson by understanding the aims of the lesson and evaluate their own success in meeting those objectives at the end. Other strategies include pupils discussing test results so they judge their own progress and try to explain peaks and troughs in performance. Teachers discuss pupils' strengths and weaknesses with them, use targets effectively, review them regularly and communicate to pupils the levels they have achieved for selected pieces of work.

22 Pupils are encouraged to make suggestions for and participate in school improvements and they feel that their views are listened to. Parents are very supportive of the school and the growing links with their partners in the confederation.

Partnership with parents, other schools and the community

The school has developed excellent links with parents and the community. The links with other schools and colleges are very good. These partnerships make a very good contribution to pupils' learning. There are very good opportunities for pupils and parents to be involved in the work of the school. These aspects have improved since the last inspection.

Main strengths and weaknesses

- Parents feel welcome in school and are very pleased with the education it provides.
- The wide variety of links with the community makes a very good contribution to the curriculum and pupils' personal development.
- Links with the confederated school and other schools in the area extend opportunities for pupils' learning very well.

Commentary

23 The school plays an important part in the life of the village and has built very strong links with parents and the wider community. Parents are made very welcome in school and feel they can approach staff at the beginning and end of the school day with information or queries about their child. They are very pleased with all aspects of the school and particularly value the role it plays in the community. These very positive links have been improved since the last inspection.

24 Many parents are very involved in the school and help in a variety of ways. They make an important contribution through the Friends Association by organising popular social and fund-raising events. Parents provide very good support in school by helping in classes, hearing readers, making costumes and accompanying pupils on school visits. The school provides parents with very good quality information when their children start school and frequent bulletins about current events and issues. Teachers inform parents about their children's progress. In addition, parents are given very good guidance in most subjects on how to help their children at home.

25 Links with the village and the wider community are extensive. Pupils benefit from a wide range of opportunities such as use of the church for their services and participation in a joint “Village day” when pupils gave a demonstration of line dancing. They also support the community through participating in local events, raising money for charity and by supporting those less well off than themselves in Eastern Europe during the “shoe box collection”. There is a very good range of productive links with other schools, particularly the confederated partner school which increases the variety of opportunities open to pupils to engage in a variety of projects. For example, on Thursday afternoon the schools meet at Carlton and pupils enjoy mixing with new friends, experiencing specialist music teaching and enjoying an art and design lesson taken by two teachers. Good links with the secondary school supports the transfer from Year 6, and the regular use of laptop computers is reported by one Year 6 pupil as “excellent”. The links with the private nursery housed in the school makes the transition for young children very easy as they spend time in the school building and meet their future teachers regularly.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are very good. Leadership by the headteacher is excellent and by key staff very good. The involvement in and governance of the school by the governing body are very good. The leadership of the school has improved since the last inspection. The school overcomes well the potential barrier of very small, fluctuating numbers in each year group and pupils’ achievements are not adversely affected.

Main strengths and weaknesses

- The headteacher and key staff provide a very clear sense of direction for the school enabling a strong drive to improve pupils’ achievements.
- The whole school shares the headteacher’s clear commitment to inclusion.
- The governing body has a very good understanding of the strengths and weaknesses of the school and assists in shaping a clear vision for its work.

Commentary

26 The headteacher and staff of both schools in the confederation meet regularly to discuss common issues and oversee work in the different aspects and subjects of the schools. This approach has meant that both schools have made a very good start to the first initiative of its kind in the local education authority. In Carlton and Faceby school, an approach involving an assessment of each pupil’s knowledge, skills and understanding and using the information to plan the next step in their learning has been firmly established. This process has been instrumental in improving pupils’ achievements. A very clear sense of direction is apparent and pupils achieve very well, in Years 3 to 6, when compared to their previous attainment. The leader of the Foundation Stage provides a sense of purpose with a series of well-planned activities that interest and motivate children and lead to good acquisition of skills, knowledge and understanding. The provision for pupils with special educational needs is very well managed by the school’s special educational needs co-ordinator who ensures the school responds appropriately to pupils’ needs, advises colleagues and checks on provision. The result of all these initiatives is shown in the way that inclusion is a very important element of the work in the school and all pupils, whatever their ability, are fully included in the life of the school.

27 The headteacher’s excellent leadership has ensured that any difficulties are identified and dealt with as they arise. This is shown in the way the partnership between the schools in the confederation is flourishing. For example, the headteacher has been the driving force in the establishment of joint staff meetings, which has resulted in the shared responsibilities for the leadership of subjects and providing many opportunities for pupils at both schools to benefit from a very wide range of joint activities. The headteacher and subject co-ordinators monitor their colleagues’ teaching, check lesson plans and scrutinise samples of pupils’ work. All teachers have

their literacy and numeracy lessons observed regularly, as well as lessons in other subjects as they become the focus of the school improvement plan. Teachers receive detailed feedback on the quality of their lessons and areas for improvement are identified. At a subsequent time, the headteacher follows up the areas for improvement and ensures that these are part of the performance management targets.

28 The governing body is involved closely in improving standards and providing constructive criticism of the work of the school. Governors have kept a close eye on the extent to which the key issues arising from the last inspection report have been addressed. They have a clear idea of the school's standards in English, mathematics and science. They accept that with very small numbers the comparisons with national figures are not always a reliable guide to pupils' achievements and so use the information from the school's tracking systems to judge pupils' progress. There is written monitoring information on the budget that governors discuss to ensure that expenditure is closely monitored. As a result, despite the high cost of educating each pupil, commonly found in very small schools, the school provides good value for money. The high carry over figure, shown below, from the previous year came from new funds allocated to the school late in the financial year to help establish the new confederation. These have been used wisely to maintain teaching staff and to employ support staff who play an important role in the education of pupils. The governing body is very committed to providing a successful service for the school and this is demonstrated clearly by the governors' arrangements to hold extra meetings each term to monitor the progress of the school set out in the development plan. The headteacher provides regular, clear reports on the progress of all aspects of school life. In addition, the governors have been very supportive of the many initiatives that have followed the formation of the confederation, such as joint staff meetings and teachers from both schools sharing responsibilities for curriculum areas.

Financial Information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	£164,417	Balance from previous year	£37,393
Total expenditure	£168,735	Balance carried forward to the next	£33,075
Expenditure per pupil	£6,026		

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good**.

Main strengths and weaknesses

- Adults never miss opportunities to encourage children to talk about what they are doing.
- Teaching extends children's language very well.
- Children are offered a wide range of practical mathematical activities.
- Adults' good questioning skills promote children's understanding well.
- All adults have very good relationships with each other and with children.

Commentary

29 There was insufficient evidence to make firm judgements for the provision for **creative development, knowledge and understanding of the world** and **physical development**. However, it is clear that children have daily opportunities to develop their skills when they draw, paint, make models and sing or listen to music. They mix paints and use colours to create colourful pictures of boats. Children are regularly taught ICT skills on the computer. They enjoy learning and are very enthusiastic about doing their own work on computers. Children practise using the mouse and cursor to point to different pictures on the screen and they use headphones effectively to listen to stories. Children understand different habitats, for example, the seashore where creatures such as crabs and starfish live. There are regular planned lessons that promote gymnastics, dance and games skills. For example, when warming up for a movement lesson, children use the space well as they jump in and out of an imaginary puddle. They work co-operatively in pairs when moving to music and match the speed of their movements to the speed of the music.

30 In **personal, social and emotional development** teaching and learning are good and children achieve well in this aspect of their education. The very good relationships between all the adults working with children set a very good example. Consequently, children learn to take turns and share resources. The staff work very well together to maintain consistently high expectations of children. All adults give very good encouragement to children and supportive relationships mean that children readily join in activities. For example, in a short session of imaginative play children shared the telephone to make calls home and one prepared a "breakfast" for another asking if they wanted honey on their fried bread. Children know the routines and keep to them; they behave very sensibly and become more independent. For example, children enter in the morning, hang up their coats and choose activities from around the room confidently and independently. Children of all abilities respond very well and find their work enjoyable because it is pitched at the correct level to provide interesting challenges. Provision in these areas of learning has improved since the last inspection.

31 Although it is very early in the term, children are achieving well in **communication, language and literacy**, because teaching and learning are good. All adults constantly talk to the children when they are working in small groups. They encourage correct speech and children speak clearly when asking or answering questions. In a lesson looking at letters that start words they thoroughly enjoyed a game using the "p" to blow out pretend finger candles. Children are encouraged to ask and answer questions, in the whole class session with pupils from Years 1 and 2 in the group. This is giving them confidence to express their ideas.

However, there are times in the whole class introduction when children sit for a long time and they become distracted, as a result, the pace of learning dips.

32 There are plenty of opportunities for children to share books throughout the day. They enjoy looking at the attractive books in the classroom. They learn how to handle books correctly, turn pages from right to left and find the title and name of the author. Children enjoy listening to their teachers reading to them and they quickly remember repeating words or phrases. All children are encouraged to take books home to share with their families. Children make a good start to writing when they are shown how to hold the pencil and carefully write over the letter “p” in the practice session.

33 Children achieve well in their **mathematical development**. Many mathematical activities are of a practical nature and, together with the good resources, support children’s learning well. In a very good mathematics lesson children worked with the teacher building number towers, they recognised numbers from 1 to 9 and put number cards in the right order. Children extend their understanding of numbers through singing songs, such as ten in a bed, and they use number lines to develop their understanding of more than and less than. They play games with sand and water, such as filling plastic bottles and creating different shapes that they say are higher than the model lighthouse. There are good role-play opportunities when children create different shapes with the large play equipment outside. Good teaching supports a variety of activities in the classroom. Basic mathematical ideas are developed well when they use water bottles to create a line and then count how many are left when some are taken away. Practical learning is the cornerstone of what children do and so they enjoy the work, whether working on capacity in water play or building shapes of different sizes. Number songs, when children use their fingers to show the number reached in the song, help children remember number facts and add to their enjoyment.

34 The recently appointed Foundation Stage teacher is working very closely with the co-ordinator from the partner school, who is more experienced, and already they have created a good, well-planned curriculum. There has already been some initial assessment of children’s abilities and these are used effectively to set tasks that are challenging. All adults are committed to ensuring that the varied learning needs of the children are sensitively met. The provision for the Foundation Stage has improved since the last inspection.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- The teaching of writing skills with the older pupils is very good and the teachers' marking of pupils' work is very good.
- The school has good reading records in place but parents have limited information in order to help extend their child's reading skills, a purposeful dialogue between teachers and parents is not yet fully established.
- The disruption of teaching over a period of years in Years 1 and 2, due to staff absences, has affected pupils' knowledge of letter formation and phonics.
- The co-ordinator ensures that ICT is used well to support pupils' English skills.

Commentary

35 The teaching of pupils in Years 3 to 6 is consistently very good because the teacher creates a very good learning environment where pupils clearly understand what they have to achieve and the time in which to achieve this. The work planned carefully matches the needs of all pupils and constantly takes their learning forward. Teachers know their pupils very well as the number of pupils in the two classes are small. This means that the work planned is for very small groups and builds on their previous learning very well. The support they receive is very focussed and extends their thinking skills and writing development very well. Pupils are further supported by very clear written comments in their books. These focus them on particular aspects to improve as well as praising them for their efforts and achievements. There is a significant number of pupils who have special educational needs in one class and they are supported very well. They have very good opportunities to work with skilled teaching assistants on an individual level and additional specialist help is also used very well. This makes a real difference to the quality of pupils' learning. Higher achieving pupils are challenged very well, both in the content of their work and the time given to achieve this. The teacher working with the younger pupils has only been in charge of the class for a short time. The teaching for pupils in Years 1 and 2 is consistently good and the work sample shows that pupils' achievement is improving well. However, there are times in lessons when pupils are not given sufficient guidance on how long they have to complete a task, consequently the pace slows and pupils do not fulfil their potential. In the current year groups there are no significant differences in the achievements of girls and boys. Pupils with special educational needs and those that are gifted or talented achieve very well by Year 6.

36 Pupils' writing skills are taught well. They are shown how to structure their work and write for different purposes. Older pupils know how to introduce a story, extend the plot, add different characters and create an interesting ending. They consider carefully the type of character to fit a given scenario and comment, "you cannot put a good character in the story because the character has to join two others who are going to break into an old person's house". They understand clearly that they have to describe not only the appearance but also the personality of the character they choose. Pupils add the character to the story successfully and also enhance their writing by their good use of adjectives. There are very clear levels of difficulty in the tasks planned for the different age groups within the class yet all are working on the same theme with confidence.

37 Pupils in Years 1 and 2 are given good opportunities to extend language skills in role-play when they buy tickets to board the train before the teacher uses the story to extend their reading skills. Younger pupils in Years 1 and 2 find writing more difficult. Because there has been an unsettled period of teaching for this class, they have not had a consistent approach to the teaching of forming letters or of learning their letter sounds. The new teacher is addressing these issues well and pupils are making sound progress but this will take time to be reflected in their own writing and reading. Pupils are not sufficiently confident to write their own sentences but they are supported well.

38 All pupils have comprehensive reading records giving details and dates of the books read and when they were heard read. However, although considerable training has taken place with both teachers and parents, comments in the record do not achieve purposeful dialogue between school and home. As a result, parents often need further guidance in the form of diagnostic comments to help them to focus on particular aspects of reading in order to extend their child's reading skills. Pupils take their books home each day and evidence shows that the majority read at home but younger pupils are not yet building words using their letter sounds and blends. Pupils have access to a wide range of books within classrooms and a well-stocked library that is used effectively to widen their reading opportunities. Pupils in both classes demonstrate good retrieval skills when asked to find particular books and clearly understand the colour coding system in place in the library.

39 The leadership of English is very good because, although the subject leader works in the other school, the staffs of both schools meet very regularly and all have a very good understanding of what the school needs to do to improve. In addition, the co-ordinator ensures that pupils use their ICT skills well in English. Older pupils clearly understand how to use computers to create a cover sheet for their work on Egypt. They use graphics and images to add to the good quality presentation of their work and a skilled teaching assistant supports this work very well. The work samples showed plenty of opportunities for pupils to use their ICT skills to word process their draft writing, then edit and improve it. The provision for English has been improved since the last inspection.

Language and literacy skills across the curriculum

40 Links with other subjects are good and pupils practise their language skills in many areas of the curriculum, for example, when they write about their experiments in science and their work in history. Pupils are given very good opportunities to extend their speaking and listening skills when discussing how acid affects teeth and the contents of different foods are discussed in small groups. These opportunities have a significant impact in developing pupils' confidence to speak with conviction and appreciate the views of others.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- New learning targets are effectively shared with pupils so that they are aware of what they are supposed to know and do by the end of the lesson.
- Teachers know individual pupils very well and ensure that suitable work is planned to meet their different needs.
- All staff have very high expectations of pupils which encourages the excellent attitudes pupils have to the subject.

- The co-ordinator ensures that information from the assessment of pupils' work is used very effectively to set individual targets for pupils.

Commentary

41 The quality of teaching and learning is good for pupils in Years 1 and 2 and very good for older pupils. For the current pupils there are no significant differences in the achievements of girls and boys. Pupils with special educational needs and those that are gifted or talented achieve very well by Year 6. Pupils achieve very well because they work hard, the teaching is good or very good and lessons are very well planned. For example, teachers plan appropriate activities for the full ability range in each class by setting work at different levels. This ensures pupils understand what they are doing and make good progress. Higher attaining pupils achieve very well because teachers set different tasks for them at suitably challenging levels. New learning targets are shared with pupils so that they are aware of what they are supposed to know and do by the end of the lesson. Teachers are knowledgeable and enthusiastic and this motivates pupils to achieve well and to focus on the tasks set.

42 Pupils in Year 2 have had their education disrupted by staff absence in the past and this adversely affected their National Curriculum test results in 2003. The recent appointment of a new teacher is already beginning to have a positive impact on their achievements. Pupils' achievements in Year 6 are very good as a result of very good teaching for older pupils. Although the number of pupils taking the National Curriculum tests is small, there has been analysis of test results to find out which areas of mathematics need improving. For example, this analysis for the tests in 2003 showed that simple errors in calculations in the tests that pupils did not make in class adversely affected their attainment. Lower attaining pupils, including those with special educational needs, receive very good support from class teachers and teaching assistants.

43 All staff have very high expectations of pupils which encourages the excellent attitudes pupils have to the subject. For example, pupils in Year 1 build on the positive start they have in the Foundation Stage through a range of practically based activities. They are keen to count, add and subtract with increasing accuracy. There is good emphasis on the teaching of basic number skills. For example, in Year 2, pupils use number lines to help them subtract numbers. Their previous work shows that they identify and name basic fractions when showing the time on clocks as $\frac{1}{4}$ to or $\frac{1}{2}$ past the hour. In a very good lesson in Year 6, pupils showed excellent attitudes as they worked diligently with number and letter equations to solve problems. Pupils create graphs from information they have gathered and interpret the data correctly. In addition, a pupil created a unique solution when given a line graph without axis. It was explained by using a story to create the journey of a fishing boat and the lack of movement in the middle of the graph showed how it stopped to allow the participants to fish. Pupils tackle problems which involve fractions and use the knowledge well when converting fractions to decimals and percentages.

44 Leadership and management of the subject are very good. Discussions show that staff from the two schools work closely together and frequently discuss pupils' progress in the subject. The co-ordinator has completed observations in lessons and undertaken scrutiny of pupils' work. The information gained has been used to guide future school developments. Guidance for teachers follows the numeracy strategy closely. Assessment is very good and individual targets are set for pupils. As a result, they know how well they are achieving and what they must do next to improve further. The school has improved the provision for mathematics since the last inspection.

Mathematics across the curriculum

45 Mathematics is used well in a variety of ways across the curriculum and this enables pupils to make progress in other subjects. For example, pupils measure and record temperatures in science, draw plans in geography and collect data in a variety of subjects. There are good opportunities and a range of mathematical programs for pupils to use ICT to further enhance their mathematical skills.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- There is a clear focus on investigation and experimentation during lessons.
- Teachers have very good knowledge of the subject.
- There are insufficient opportunities in science for pupils in Year 2 to use their knowledge, skills and understanding in independent activities.
- The science co-ordinator has identified strengths and weaknesses in the subject.

Commentary

46 Pupils' achievements in science in Year 2 are satisfactory and very good in Year 6. Provision has been maintained since the last inspection. By Year 6, pupils, including those with special educational needs, achieve very well and improve their knowledge, skills and understanding of scientific processes, because teaching is very good and pupils are keen to learn. Teachers have secure knowledge of the subject content and have clear targets for lessons that are shared with pupils. For example, in a very good Year 6 lesson, there was very good pace and the teacher linked the work to a project on teeth. There were skilful and challenging questions asked that reinforced pupils' learning well as they gave ideas on how acid attacks the surface of a tooth.

47 A further strength of the teaching is that work in science is practical and involves pupils in challenging experimental work. The investigative approach to science provides opportunities for accurate measurement, the recording of data in graphs and tables and the interpretation of this data. For example, in discussions, pupils in Years 3 to 6 explained how they used the microscope connected to the computer to study their own teeth in close up. They continued their investigative work by using food packages to check the contents for any kind of sugar. The very good explanation by the teacher meant that pupils knew they were looking for glucose, sucrose and dextrose as different kinds of sweetener. Teachers ensure that pupils improve their literacy and numeracy skills well by encouraging the use of correct scientific language and by recording the progress of experiments accurately before making tally charts, graphs and pie charts to show their results.

48 Pupils' work in Year 2 shows the science curriculum planning is followed, for example, pupils in the present Year 2 have investigated a range of sounds using buzzers, voices and doorbells to record how sounds are made. However, a scrutiny of their previous work last term shows that there are insufficient opportunities in science for pupils in Year 2 to use their knowledge, skills and understanding in independent activities. Much of the work is recorded on worksheets and all pupils complete the same sheet, which means that pupils capable of higher achievement are not always challenged sufficiently well. The science co-ordinator knows that assessment information needs to be used more effectively to set challenging

targets for all pupils and a good start has been made to improve the use of assessment in science activities for pupils in Year 2.

49 The science co-ordinator is managing the subject very well. A full audit of resources has been completed and new equipment bought to ensure pupils have sufficient for their experimental work. Checking processes that are already in place, especially for older pupils, make sure that the work carried out in science is effective, and by Year 6, pupils achieve very well when improving their knowledge, skills and understanding of the subject. The issue identified for pupils in Year 2 has already been identified by the co-ordinator as an area to improve and plans are already in place to ensure that more challenging tasks will allow pupils to use the science skills in independent activities.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- ICT is used well in many subjects of the National Curriculum.
- Paired activities in ICT help promote pupils' social skills.
- Pupils' achievements have greatly improved since the last inspection because teachers' planning for the subject ensures all pupils develop their skills systematically.

Commentary

50 Due to timetabling arrangements, no teaching of ICT was observed in Years 1 and 2. Although there is insufficient evidence to make a secure judgement of teaching and learning in these year groups, the scrutiny of pupils' past work and evidence from displays show that pupils' achievements are satisfactory. Year 2 displays show pupils use ICT to carry out some of their writing tasks. By Year 6, pupils' achieve well and use ICT to create charts to illustrate data and a spreadsheet to carry out simple calculations using a formula they have written. A discussion with a group of Year 6 pupils revealed they use the Internet to research information and they use software to cut and paste images into text. Pupils operate a simple control unit well to make traffic lights operate in a particular sequence. Pupils use the e-mail facility on the computer to keep in touch with friends who moved to America and were reassured when receiving a message that they had not been injured by the recent hurricane. In addition, they regularly send messages to friends in the partner school.

51 Teaching was very good in the short sessions seen, as a result, pupils improve their ICT skills by using them in other subjects. For example, in a session with Year 3 and 4 pupils a qualified assistant taught "click and drag" techniques as pupils created a front cover for their topic on Ancient Egypt. Discussions with pupils in Year 6 show they are confident using a commercial program to create a full topic on Ancient Egypt and each page of their presentation comes onto the screen in a different way. The use of selected sounds enhances the impact of their slide show. Pupils use the Internet confidently for research into topics on Alexander Graham Bell and Charles Dickens. Pupils often work in pairs on the computers and co-operate and share ideas very well. For example, when writing stories they make valid suggestions to each other on the use of interesting language and discuss which pictures to use to illustrate the story.

52 The leadership and management of the subject are good and there is clear guidance for the subject that teachers follow and a well-developed improvement plan to further improve resources. As a result, pupils' achievements are good in ICT, which is a significant

improvement since the last inspection. The regular visits by a member of staff from the secondary school are very well received and pupils explain how much they enjoy using lap top computers.

Information and communication technology across the curriculum

53 The school is making good progress developing the use of ICT across the curriculum. For example, Year 4 pupils support their work in mathematics by working out the total price of a shopping trip. Pupils in Year 2 use counting games to improve their addition and subtraction skills and use an art and design program to create attractive patterns. In English, pupils in Year 6 use a range of ICT skills to edit text, insert photographs and move images into preferred locations. The Internet is used effectively to support pupils' work in geography in their studies of weather patterns and in history for research into ancient Greece. The time given to ICT ensures that it is used well across the curriculum, which is a significant improvement since the last inspection.

HUMANITIES

54 Work was sampled in **geography** and **history**, with no lessons seen in either subject. As a result, there is insufficient evidence to make secure judgements of teaching, learning and pupils' achievement. In Year 2, pupils record the weather on charts and study features of the local landscape; they identify islands and compare life on an island with their own lives. In history, pupils learn about the lives of famous people such as Florence Nightingale.

55 In Year 6, pupils study weather patterns and link it well to their topic on rivers. This work is enhanced well by their use of the Internet to find out about weather patterns around the world. In history, they study the Victorians and understand how living conditions were very different to the present day. The school makes effective use of the locality to provide interesting learning opportunities. For example, pupils visit the Tees Barrage as part of their geographical studies. The co-ordinator for history and geography provides good support to staff and has scrutinised work and wall displays to ensure that the curriculum is well covered and suitable during a two-year cycle.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

56 Only one lesson was seen in **art and design** and none in **design and technology** and **physical education**. It is not therefore possible to make firm judgements about provision in these subjects. In addition to the lesson observed, inspectors spoke to co-ordinators about their work, examined teachers' planning and spoke to pupils about what they had learned in the subjects.

57 In **art and design**, pupils have good opportunities to study the work of other artists. They have painted sunflowers in the style of Van Gogh and have looked at the work of William Morris. A visiting artist supports the work in school well. With specialist support, pupils have created lovely silk paintings of leaves and calendars of the seasons. Pupils demonstrate good observational skills when they look carefully at flowers, such as lilac, and create their own pictures using a range of techniques with paint. In the one lesson seen with pupils from both the partner schools, pupils were taught the skill of creating different tones of black and white using charcoal and chalk. The very good teaching helped them to transfer these skills to an observational drawing of a bottle, showing all the shading carefully. Older pupils observe and draw their own shoe achieving good results with some very careful shading. The success they achieved had a significant impact on their self-esteem and made a very significant contribution to the interaction between pupils of the two schools. This positive picture of art and design has been maintained since the last inspection.

58 In **design and technology**, although no lessons were observed, evidence shows that pupils clearly understand a range of mechanisms to make a model crocodile's mouth open and close. They have made models of vehicles using wood strip and card triangles and have designed and made very good animal faces to use in their production. Pupils feel that they work in groups well, there is plenty of discussion and they share the tasks amicably. They don't have a leader in the group because "we are all equal and value all the ideas". This positive picture has been maintained since the last inspection.

59 In a 20-minute **physical education** session observed, younger pupils have a sound awareness of space. They follow instructions well and develop sound role-play skills as they jump over imaginary puddles and pretend to be waves rolling onto the beach. Working in pairs has a good impact on their personal and social development. Good demonstrations by the teacher encourage them to try a range of body movements and extend their learning well. During playtimes older pupils organise games of football and encourage younger pupils to tackle and pass, all playing well together. These pupils show good attitudes of fair play and coaching. Physical development skills are well extended during break and lunchtime as pupils have good access to bats, balls and skipping ropes. During play, they demonstrate sound skills of control and hand eye co-ordination.

Music

Provision in music is **good**.

Main strengths and weaknesses

- There are good opportunities for pupils to learn about different composers and how to play instruments.
- A visiting teacher, who is a talented musician, greatly enhances the school's provision.
- Good opportunities for pupils to share their music making with pupils from their partner school enable them to work in a larger group.

Commentary

60 Discussion with pupils revealed that they really enjoy their music lessons. They talk with confidence about opportunities to learn about different composers, how to play instruments and they know a good range of songs. Pupils have a sound knowledge of simple notation, listen to quite complex rhythms carefully and clap these correctly. They know that part of their work in composing their own music is to demonstrate the feelings and emotions of the story in the music they create. The local secondary school supports their music well when they use computers to compose their own music.

61 The teaching of music has improved significantly since the last inspection. A specialist teacher visits the school for half a day each week, working with both schools together in the confederation. Good teaching impacts well on pupils' achievement. All pupils are involved in making music and have good opportunities to listen to the recorded results of their work. Pupils in the younger class enjoy using instruments to make sounds that represent the different goats and the troll in the "Billy Goats Gruff" story. Their singing is tuneful and enthusiastic and their concentration is very good. They enjoy the opportunity to work in a larger group with their friends from the partner school. The support they receive from being in a larger group helps them to contribute effectively when questioned and to achieve good standards.

62 Older pupils contribute well when questioned about their previous work linked to the “Peer Gynt Suite” by Elgar. The music they play, using both tuned and un-tuned instruments, expresses the feelings and emotions in the story. They show a good sense of rhythm in their playing and keep a steady beat throughout their performance.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

63 No lessons were seen in this area of the school's work and so no judgements are made about overall provision. **Personal, social and health education** is an integral part of the curriculum and teachers make use of every opportunity to promote the positive values of the school. Much work is covered through discussion when teachers and pupils talk about specific events. In lessons seen in other subjects and through assemblies the themes help pupils to develop confidence to express themselves on issues that affect them, such as how to make others happy or how others may feel. Pupils are given time to reflect and consider issues during collective worship. During lessons and break times older pupils take responsibility; for instance they look after younger ones, tidy classrooms and serve lunch to others. At lunchtimes, pupils socialise very well and chat happily to each other. The very high expectations of staff in all lessons and their example to pupils are what lead to the excellent relationships in school. Sex education is provided in the science curriculum and the school policy guides staff well in their approach to the subject. In addition, the school implements well the clear and effective policy on racial harmony.

64 Pupils develop a sense of **citizenship** through a variety of approaches. They receive teaching and visits from a number of people who assist with pupils' learning about a range of aspects that help them to grow and develop towards being good citizens. For example, they are consulted on different aspects of school life, take part in community activities and regularly raise money to support charities. Pupils are taught how to look after their health and safety during science lessons when they learn how to identify dangerous hazards in the home. They also learn about healthy diets that will enable them to eat in a healthy manner as well as be able to pass on information to others. Pupils receive important education on the dangers of drugs. Such opportunities help them with moral decisions in life.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	1
Attendance	2
Attitudes	1
Behaviour, including the extent of exclusions	1
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	1
Support, advice and guidance for pupils	1
How well the school seeks and acts on pupils' views	1
The effectiveness of the school's links with parents	1
The quality of the school's links with the community	1
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).